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Image One

James L. Stanfield

A mother shows off her children in a Roma settlement outside Richnava in eastern Slovakia

35 x 48.5"

The Artful Thinking Program

BEGINNING, MIDDLE OR END

A routine for observing and imagining.

Choose one of these questions:

- ***If this artwork is the beginning of a story, what might happen next?***
- ***If it this artwork is the middle of a story, what might have happened before? What might be about to happen?***
- ***If this artwork is the end of a story, what might the story be?***
 - Use your imagination --

What kind of thinking does this routine encourage?

This routine is a springboard for imaginative exploration. It uses the power of narrative to help students make observations and use their imagination to elaborate on and extend their ideas. Its emphasis on storytelling also encourages students to look for connections, patterns and meanings.

What are some tips for starting and using this routine?

Give your students quiet time to look before they begin writing or speaking.

- If you like, take a few minutes to ask the class as a whole to name several things they see in the artwork, before they begin thinking individually about a story.
- If students are writing, they can talk over their ideas with a partner before they begin to write solo. They can also write in pairs.
- If students are doing the routine verbally, they can tell stories individually, or work in pairs or small groups to imagine a story together. You can also imagine a story as a whole class by asking someone to begin a story and having others elaborate on it.





Image Two

Gordon Gahan

Lake Chad fishermen haul in a net at the end of the day

35 x 48.5"

The Artful Thinking Program

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

- ***What can the person or thing perceive?***
- ***What might the person or thing know about or believe?***
- ***What might the person or thing care about?***

Purpose: What kind of thinking does this routine encourage?

This routine helps students to explore different perspectives and viewpoints as they try to imagine things, events, problems, or issues differently. In some cases this can lead to a more creative understanding of what is being studied. For instance, imagining oneself as the numerator in a fraction. In other settings, exploring different viewpoints can open up possibilities for further creative exploration.

Launch: What are some tips for starting and using this routine?

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they perceive, know about, and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from.

In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.





Image Three

Ian Nichols

A silverback soaks in a swamp, methodically stripping rinsing dirt from herb roots before eating them

35 x 48.5"

The Artful Thinking Program

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

- ***What do you see?***
- ***What do you think about that?***
- ***What does it make you wonder?***

Purpose: What kind of thinking does this routine encourage? This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Launch: What are some tips for starting and using this routine?

Ask students to make an observation about an object--it could be an artwork, image, artifact or topic--and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., "I see..., I think..., I wonder...." However, you may find that students begin by using one stem at a time, and that you need to scaffold each response with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.





Image Four

Joe Petersburger

A male bee-eater takes flight in search of food to entice a female

22.5 x 30.5"

The Artful Thinking Program

THINK / PUZZLE / EXPLORE

A routine that sets the stage for deeper inquiry.

- ***What do you think you know about this topic?***
- ***What questions or puzzles do you have?***
- ***How can you explore this topic?***

Purpose: What kind of thinking does this routine encourage?

To help students connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.

Launch: What are some tips for starting and using this routine?

Begin by giving students a few quiet moments to consider the topic at hand. Then, work as a whole class or in small groups and brainstorm ideas in the three areas. Make sure to give adequate time between each question for students to think about and articulate their ideas.

Note that it is common for students to have misconceptions about a topic at this point—include them on the list so all ideas are available for consideration after further study. Students may at first list seemingly simplistic ideas and questions. Include these on the whole class list but push students to think about things that are truly puzzling or interesting to them.

Keep a visible record of students' ideas. If you are working in a group, ask students to share some of their thoughts and collect a broad list of ideas about the artwork or topic on chart paper. Or students can write their individual responses on post-it notes and later add them to a class list of ideas.





Image Five

Jodi Cobb

Elaborate costumes are the norm at the annual Notting Hill Carnival in London

35 x 48.5"

The Artful Thinking Program

LOOKING: TEN TIMES TWO

A routine for observing and describing.

- **Step 1: Look at the image quietly for at least 30 seconds. Let your eyes wander.**
- **Step 2: List 10 words or phrases about any aspect of the image.**
- **Repeat Steps 1 & 2: Look at the image again and try to list 10 more words or phrases to your list.**

Purpose: What kind of thinking does this routine encourage?

The routine helps students slow down and make careful observations about an object, image or work of art. It asks students to think about words or phrases to describe the work and encourages students to push beyond first glance, or obvious description.

Launch: What are some tips for starting and using this routine?

Give your students time to look and tell students know that you will be the time-keeper. Quiet, uninterrupted thinking and looking time is essential to this routine.

Students can work as a class, in small groups or individually. You can also vary the way students work, for example, students might generate the first list of words solo, writing their ideas down on post-it notes so that they can be posted to a class list of observations. The second list in a group situation. Students should try to write their ideas down, or in a whole class discussion the teacher might write students' comments on the board. Make sure that the descriptive words and phrases generated are made visible for the whole group at some point in the discussion. Add to the list as necessary during any follow up conversations.